TEAM REPORT of FINDINGS

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PROGRAM APPROVAL VISIT TO:

MAINE COLLEGE OF ART

Master of Arts in Teaching – MAT
Art Education PK - 12

Portland, Maine

November 10 - 13, 2013

Program Review Team:

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I.   Introduction:

This Report of Findings is based upon a review of the Maine College of Art (MECA) Self-Study Report and the data gathered by the program review team during its on-site visit to the MECA campus from Sunday, November 10 through Wednesday, November 13, 2013. Interviews with faculty, administrators, program graduates, as well as with cooperating teachers and administrators were conducted. Also, facilities, instructional materials, program descriptions and other artifacts submitted by MECA were reviewed.

The following background information concerning the MECA provides an overall context which highlights the culture and institutional values that have had direct impact upon the growth, development and enhancement of the Art Education program. This information has been drawn from the College's web page as well as from certain elements as contained within the Art Education 2013 Self Study Report.

Located in the heart of the Portland Arts District, (MECA) offers the Bachelor of Fine Arts degree; the Master of Fine Arts in Studio Arts degree; a Post-Baccalaureate in Art Education (teacher certification program – which was approved by the State Board in 2008)); as well as Continuing Studies for adults and youths, including a Pre-College intensive for high school students.

The College is based in the former Porteous, Mitchell and Braun department store on Congress which, having undergone extensive renovations throughout, currently serves as the main campus setting for MECA's various program offerings. The renovations resulted in the creation of spacious, vibrant and varied classrooms as well as specialized studios and computer-based learning centers throughout the building's five floors. These facilities are open 24 hours per day, seven days per week. Also located within this building is The Institute of Contemporary Art which serves a critical regional role in its commitment to presenting contemporary and provocative work by living artists from Maine and around the globe. MECA's Joanne Waxman Library is one of the largest independent art libraries in Northern New England and is a major resource for the region.

As a college of art and design MECA offers opportunities for teacher candidates to learn in a studio setting that fosters the development of skills and encourages self-directed learning within a collaborative setting. This studio approach mirrors Maine's overall vision for preparing educators who are both innovative and collaborative in their practices. Similarly, education faculty members, based in a college of art and design, are in a unique position to use the practices of artists to directly inform the educator preparation program. In addition to the surrounds of practicing artists, the College maintains a collaborative relationship with a broad range of community-based organizations to offer field experiences for teacher candidates.

The post-baccalaureate program originally developed by MECA was designed during the academic year 2004-2005 as an interim step with the aim being to eventually offer the Master of Arts in Teaching (MAT). The site review conducted in the June of 2008 confirmed that MECA's post-baccalaureate teacher certification program was well

grounded and could, with some course adjustments, become the basis for an MAT program being offered in the future. Subsequent to the 2008 program review, the MECA teacher certification program was approved by the Maine State Board of Education.

Rather than simply adding/adjusting coursework, the Art Education Department embarked on a journey to design and align a new program with the core values of MECA, the best research-based practices for teacher preparation, and the changes in teaching and learning brought about through the use of 21st Century technology tools. MECA has since designed, developed and implemented an MAT degree program in Art Education PK-12 which replaces the post-baccalaureate teacher certification program. The current Team members recently assembled on-site to thoroughly review the MECA MAT degree program. This Report of Findings summarizes what the Team found during its on-site visit and is respectfully submitted to the Maine State Board of Education for its program approval consideration.

Conceptual Framework

The MECA Education Department has devoted considerable time and reflective energies toward the development and articulation of their Conceptual Framework which is represented in at least two different ways. The initial Conceptual Framework is represented by a graphic representation of Transforming Artists into Exceptional Educators. This representation presents a collaborative cycle of inquiry through which the artist-educator demonstrates the qualities: learn, create, observe, reflect, and refine. This process is a collaborative circle of learning that sets the stage for continuous inquiry and action.

These attributes are further articulated as the teacher candidates:

- acquire the knowledge, skills, dispositions, and direct experiences in general education and the specific content of art education to become responsive and innovative educators
- take risks, think critically and creatively, and to prepare their students to become culture making citizens
- collect concrete evidence to demonstrate effectiveness and to improve their practice
- gain the tools necessary to be reflective, successful, and culturally aware practitioners
- show how to change education through visual art and creates a place at the table for the art teacher in general discussions about education.

The Team examination of evidence suggests that MECA Art Education candidates and faculty are demonstrating these qualities. This is especially noteworthy because the

Conceptual Framework is demonstrated though personalized interpretation and actions. The Conceptual Framework is thoroughly represented in the Art Education Handbook; it was also validated through interviews with art education candidates, MECA faculty, and college administrators. Although the Conceptual Framework is not explicitly stated in course syllabi, the principles are well integrated through assignments, readings, program expectations. In sum, there is ample evidence of numerous instances that support and affirm the Conceptual Framework.

The Unit would benefit by exploring and implementing more effective ways to make the Conceptual Framework better known by both program candidates and the program's site-based partners.

II. Summary of Findings for Each Standard

<u>Candidate Standard One:</u> Candidate Performance, Knowledge and Dispositions

Findings:

Standard One aims to insure that the candidates demonstrate the knowledge, skills, and dispositions necessary to become effective teachers. To this end, an examination was made of the alignment of degree and certification requirements with the Standards for the National Art Education Association (NAEA); the ten (10) Interstate Teacher Assessment and Support Consortium (InTASC) *Common Core Teaching Standards*; the Maine Learning Standards; the National Education Technology Standards for Teachers (NETS-T) as well as with the Unit's Conceptual Framework.

The Maine College of Art (MECA) Master of Arts in Teaching (MAT) offers its candidates a studio-based program that focuses on inquiry and reflection. The College's post-baccalaureate teacher certification program had previously been approved (in 2008) by the Maine State Board of Education. This previously approved teacher certification program has since been transformed into an MAT degree in Art Education PK-12.. Through the current program review process MECA is seeking Board approval for the new MAT degree program.

The Master of Arts in Teaching (MAT) program is a 35-credit degree program that is completed within ten (10) months. It consists of 20 credits in the Courses that span the categories of The Artist as Educator, Creativity and Cognition, Exceptionality in the Art Classroom, Framework for Teaching and Learning in a Multi-cultural Environment, K-12 Curriculum Design, Development, and Assessment, and Alternative Settings for Art Education. This culminates in a fifteen-week student teaching experience that includes both elementary and high school clinical placements.

The requirements for admission into the Teacher Education Program include;
1. A BFA or BA from an accredited college;

2. A cumulative GPA of 2.8 or higher overall and 3.0 in art field of concentration;
3. Successful completion of 30 studio credits; and
4. Successful completion of 12 credits in art history.

The Common Core Teaching Standards and the MECA Conceptual Framework are embedded in all Education courses through using the framework of inquiry, studio-based practice, and reflection. These Standards are embedded in coursework and are evaluated using course assignments, observation and student teaching checklists, as well as a culminating e-portfolio assessment.

There was evidence of assessment of all Standards within coursework. The NETS-T Standards were also addressed and assessed within courses as candidates demonstrate proficiency through assignments and lesson plans. There was no evidence that the NETS-T Standards are assessed through observation or student teaching assessment checklists. Although the assessment checklists used for student teaching and for field observations are clearly developed using the Common Core Teaching Standards, the Team was unable to find evidence that all of these standards are evaluated fully. Evidence that the Common Core Teaching Standards are evaluated during the final e-portfolio process appears to be too subjective in nature and may not provide candidates with adequate levels of feedback for each standard. While both candidates and cooperating teachers help to fine-tune the observation and student teaching checklists by providing feedback at the end of each semester, cooperating teachers do not appear to understand that the *Common Core Teaching Standards* are the basis of these checklists. However, cooperating teachers indicated their willingness to learn more about the interrelationship between the *Common Core Teaching Standards* and the observation and student teaching checklists.

It is stated in the student handbook that candidates must pass PRAXIS I and II before student teaching; evidence exists that this is not consistently required. As part of the student teaching experience, candidates are assessed multiple times by the MECA Supervisor and the Cooperating Teacher, utilizing an assessment tool that is partially aligned with Maine's Common Core Teaching Standards. The aggregated results of these assessments in the spring of 2013 indicated that there was not consistency among the scoring of raters.. The team found no evidence of reliability or validity analysis for the assessment tool in support of this data.

A comprehensive Art Education Handbook outlines the mission and purpose, conceptual framework, cycle of inquiry, standards and outcomes, sequence of courses, and requirements and guidelines for fieldwork and student teaching. The final requirement of the MAT program is an e-portfolio that includes evidence of work that demonstrates understanding of Maine's Common Core Teaching Standards. The portfolios available for examination by the Team consistently demonstrated this evidence.

The team acknowledges the significant work that has gone into refining the processes, procedures, and policies of this program within the past six months. In summary, the Team found that the Unit ensures candidates' demonstration of the content, pedagogical,

and professional knowledge, skills and abilities necessary to help all students learn as outlined in the Maine Common Core Teaching Standards in a holistic manner through course assessments, fieldwork, reflective practice and the creation of e-portfolios. The summative assessments need development in order to provide documentation of candidate proficiencies.

Recommendations:

1. The unit should refine its assessments that measure the Maine Common Core Teaching Standards in fieldwork, student teaching and in the e-portfolio.

2. The unit may want to reconsider the student teacher evaluations to ensure that candidates are offered appropriate feedback and to ensure that Standards are met.

Review Team Decision: **Candidate Standard One is Met**

Unit Standard Two: Assessment system and Unit Evaluation

Findings:

The Unit has designed a comprehensive system of evaluation measures that is integrated throughout their program. This system is used to monitor candidate performance at key steps (admission, entry into student teaching, exit from student teaching, program exit, and induction after hire). These assessments are explained to the candidates in, but not limited to, the syllabi and the candidates' handbook. These assessments are developed with candidate and faculty participation. However, the conference at the end of student teaching appears to be over a three point scale (needs improvement, best work, and area they want to explore), not the Maine Common Core Teaching Standards, which are instead assessed holistically throughout the program.

The assessment system is somewhat aligned with the Unit's conceptual framework. As part of their Collaborative Circle of Learning, the Unit's assessment is represented under the concept of "Reflect/Critique." This part of the cycle requires candidates to collect evidence in an environment of collaborative inquiry, which is then refined to improve practice. There is evidence that the Unit meets regularly to identify both strengths and areas to be developed, and then discusses possible actions to take.

Assessment materials are collected throughout the program (grade lists, Praxis scores, field placement evaluations, self assessments, course assignments like unit and lesson

plans, and e-portfolios). Faculty meetings are scheduled to anticipate needs, address concerns, and to develop the program based on the various data collected.

The assessment and evaluation system is clearly used to improve courses, field operations, and candidate support. This was discussed in the self-study, and then substantiated with interviews, faculty meeting minutes, and a variety of student and program assessments (self assessments, course evaluations, cooperating teacher evaluations, e-portfolios, and the like). The Unit has identified concerns about students completing the Praxis exams, so the admission to the program requirements were changed stating that taking the Praxis was strongly recommended. Also based on assessment, modifications have been made in cooperating teacher training and with the evaluation tools that cooperating teachers use with field placements.

The Unit assesses its graduates with a follow-up survey that was designed to help improve the program. Currently, the Unit is designing a more extensive survey tool that will be better tailored to the program, and will also be used to improve the program.

The Unit incorporates some technology into its assessment system in a variety of ways. One of the primary forms of program assessment is the candidates' e-portfolios. The candidates are provided with a template for their e-portfolios that are then modified throughout the program. *Google Sites* was selected for this purpose for several reasons; the ease of designing templates to match the Unit's learning outcomes, the ability to share it via email invites, the various forms of access this software provides, and the continuity of using other *Google Apps*. Additionally, *Google +* software will be utilized by the Unit faculty and candidates for ongoing dialog that provides the Unit with candidates' concerns and feedback.

Recommendations:

Based on artifacts and conversations with MAT faculty, candidates, and cooperating school personnel the team identified the following areas where there are opportunities to improve services:

1. Now that the number of candidates has reached the basic threshold for the Higher Education Opportunities Act (HEOA), Title II reporting requirements, MECA will have to report completion-rates and the pass-rates of state approved exams (Praxis I and II). [*Teacher preparation programs approved by the State of Maine must require successful passage of both Praxis I and II exams before program completion.*]

2. When exiting student teaching, the candidates need to be assessed on all the Maine Common Core Teaching Standards.

Commendation:

The Team wishes to acknowledge both the progress and the value of the effort and attention the Unit is placing upon program assessment and development.

Review Team Decision: <u>Unit Standard Two is Met</u>

<u>Unit Standard Three:</u>   Field Experiences and Clinical Practice

Findings:

The Unit collaborates with its school and professional partners to develop field experiences that help candidates improve their knowledge and skills. Candidates begin their practical learning on the first day of their first course with a field experience at the Ocean Avenue School in collaboration with one of their community partners, LearningWorks. From that first experience each of the MAT program courses include field experience components. Evidence from the Art Ed Handbook, student portfolios, and interviews indicate a wide variety of field placements are integral to the candidates' development.

The summary of field placements, while sent to each member of the faculty, is primarily used by the Director of Outreach to increase possible placements; for example, the Barbara Bush Children's Hospital was recently added as a community partner and there are plans to research convalescent and rehabilitation facilities as additional options. All new fieldwork sites are vetted for appropriateness of mission and shared interests in candidate learning. Current partners include, in addition to LearningWorks, the Institute of Contemporary Art, Portland Museum of Art, Mayo Street Arts, The Telling Room, and SPACE Gallery. The Director of Outreach further identifies and secures both rural and urban K-12 classrooms so that students may observe a variety of methods of instruction such as the Reggio Emilia approach, Teaching for Artistic Behavior, and Distance Based Art Education. In all, the candidates must log 110 hours of field experience prior to being approved for student teaching.

Additionally, the Outreach Directors' dual role with the Breakwater School provides a seamless transition from methods classes to classroom, in effect creating a de facto "learning lab." Screening teams include both MECA faculty and a local classroom teacher. Placements for clinical practice are carefully chosen and are often based on candidate and school faculty interests. Candidates play their part by completing a mini-biography assignment in preparation for placement. The Unit is open to placements that allow for an even broader experience, such as possibly attempting distance supervision for a candidate's student teaching in San Francisco.

To ensure candidates, MECA faculty, and cooperating teachers are approaching the student teaching experience with similar expectations and understandings, the Unit hosts a cooperating teacher orientation in August. This event allows all people involved to hear the same messages, concerns, and requirements. In addition, a stronger bond is formed as participants share personal stories of gaining their teaching voice based on a common reading, in this case, a chapter from Parker Palmer's *The Courage to Teach.*

As evidenced in the sample student portfolios, students begin to collect artifacts to demonstrate progress meeting the intent of the Maine Common Core Teaching Standards early in the program. The Art Education Handbook details the Unit's recommendations for collection of this evidence. Cooperating teachers indicated that they are aware of the portfolio and of the requirement to collect documentation and gather relevant evidence. With this knowledge, they address the Standards with the candidate during discussions of potential lessons, activities, and teaching responsibilities.

The assessment tools for student teaching in the self-study represent a distillation of the Maine Common Core Teaching Standards. Cooperating teachers and candidates use these tools during student teaching and evaluate the usefulness and appropriateness of the tools at the conclusion of the fifteen (15) weeks; however, not all cooperating teachers realize the tools are based on the Maine Common Core Teaching Standards.

Operating with the basic understanding that the learning environment forms the art educator's studio, the Unit's clinical practice requirement is both extensive and intensive allowing candidates ample opportunity to demonstrate competence as beginning professional teachers. As evidenced in interviews and through field logs and student portfolios, the required 110 hours of fieldwork prior to clinical practice occurs in schools and with community partner organizations that offer a variety of options. Clinical practice includes both an elementary and secondary level placement, as is required for art certification, while an effort is made to spend many of the fieldwork hours with middle school students. Beyond the standard fifteen-week clinical practice, some candidates stay connected to their placement school(s) and continue to volunteer time and energy throughout the remaining weeks of the spring term.

Equally significant, cooperating teachers noted MECA's candidates' willingness to attend sporting events and talent shows, among other after school endeavors, in order to know their students better while building trust. MECA's student teachers also demonstrate appreciation for the larger community by offering their time for such projects as hanging a community art show.

Throughout the MAT program students are required to keep a personal journal that is periodically reviewed by program faculty. During fieldwork, candidates have the opportunity to plan and teach lessons that they then review through personal and peer reflection. While student teaching, candidates are required to participate in a seminar with half of their cohort that includes opportunity for reflection on their practice as well as on their action research project.

Overall Assessment of Standard

Recommendation:

      1)   He Unit should, for both candidates and cooperating teachers consider increasing clarification of the importance of the clinical practice assessment tool's relationship to the Maine Common Core Teaching Standards. [*While this tool's evolution has included feedback from candidates and cooperating teachers at the conclusion of student teaching, better alignment and understanding of the connection between the standards and the assessment tool could assist candidates in their compilation of portfolio evidence and might enhance cooperating teachers' capacities in helping candidates meet those standards*.]

Review Team Decision: **Unit Standard Three is Met**

Unit Standard Four: Diversity

Findings:

While Maine College of Art prepares individuals to teach in an increasingly complex and culturally diverse world and students articulate a strong sense of principles and practices that will facilitate such work both through conversations and in work samples that were reviewed in their portfolios, the Team did not find written documentation of a system-wide set of such principles, values and practices. The candidates' insights into diversity were heard in comments regarding their views that art is for everyone and that teaching art is an opportunity to individualize and to get to know students and to offer success to students who may not always get to feel that "they can do it." In addition to the candidates' voices, during interviews faculty suggested some of the text resources for several courses (Frameworks, Creativity and Cognition; K-12 Curriculum Design, Development, and Assessment) include chapters or articles that capture the principles of diversity that the students expressed.

The Unit faculty has both experience and theoretical knowledge in teaching diverse students. Faculty members also represent a range of ages, gender, and geographic backgrounds. This range of diversity is especially evident in their academic backgrounds. The faculty's breadth of experiences included art, administration, assessment, pre-K through university teaching, research interests, and technology.

The Unit expresses a desire to admit a diverse student body. The current cohort of MAT students encompasses geographic diversity (Canada; the southwest and both coasts of the USA, including extreme northwestern Maine) as well as some range in age, background experiences, and interests.

The Unit's location in the heart of Portland affords candidates both unique and nearby field and clinical practice sites that reflect the cultural, ethnic, and economic diversity of this urban area. As part of the MAT curriculum, candidates explore global issues through art and address the needs of English Language Learners (ELL) through fieldwork at King Middle School with students from Africa, the Middle East, and elsewhere.

Additionally, MECA's community partners within the greater Portland region provide a range of opportunities for MAT candidates to work with diverse students in the areas of culture, ethnicity, socioeconomic status, learning styles, and special needs - for example, Mayo Street Art, in which candidates work with economically disadvantaged students. With the addition of the Barbara Bush Children's Hospital as a partner in 2013-2014, students will also have the opportunity to teach hospitalized children.

Overall Assessment of Standard

Recommendation:

>   The Unit could emphasize their commitment to diversity by creating and sharing documentation that clearly states the principles, values and practices which guide teaching in a diverse world.

Review Team Decision: Unit Standard Four is Met

Unit Standard Five: Faculty Qualifications, Performance, and Development

Findings:

The MECA faculty has extensive theoretical and professional art education experience as seen in their resumes. Their academic and artistic backgrounds lend strong support for MECA curricular and instructional practices. The two full-time faculty members work collaboratively with adjunct faculty on a regular basis. Sample video clips demonstrated an interactive teaching style that encouraged critical thinking and reflection.

The Interim Art Education Director has both facilitated and developed a comprehensive approach that melds together Unit vision, instructional practices, and assessment

supported through continual professional development. While certain aspects of this approach are still to be developed, both her vision and leadership style suggests the vision will be implemented. Her leadership style is collaborative, initiating evidence based practices that solicit information from faculty, art education practitioners, and informed external experts.

The Director of Art Education Outreach performs a critical role through crafting both PK-12 and community art education experiences for candidates. Her teaching position at the Breakwater School affords an especially rich opportunity for MECA candidates to develop their professional teaching skills. Her enthusiasm for extending art education into new forums has opened a rich range of opportunities for MECA candidates. Her leadership in developing and implementing these diverse experiences were validated through conversations with the Interim Art Education Director, Associate Director of SPACE Gallery, staff at LearningWorks, and the Art Education staff at the Portland Museum of Art.

The involvement of faculty in developing the conceptual framework is described earlier in this report. Collaborative work continues throughout the year, with both monthly and nearly weekly faculty meetings. The frequency of these meetings and the inviting Unit culture assure direct communication among full-time and adjunct faculty.

Formal professional development is typically conducted during the summer. Informal professional development occurs often, generated by immediate issues of concern or interest. For example, the Unit has held professional development informally by reading articles and working with cooperating teachers to discuss the implications of the articles.

There is ample evidence through interviews that the college administration highly values the Art Education Department. The administration supports innovative programming, strongly asserting the value of the artist-at-work curricular approach. This support is also shown through a willingness to support faculty professional development.

The College process for allocating professional development funds is to request proposals from all college departments and faculty. The professional development funds are drawn from one source. Requests for support are reviewed by a faculty committee and the dean. Traditional professional development for practicing artists is very different than that required for continual growth in teacher preparation. Therefore, the procedure for professional development College-wide may not align well with typical professional development for teacher certification faculty. The college might well consider an equitable process in which professional memberships and presentations are acknowledged, reviewed and supported in some manner.

Overall Assessment of Standard

Review Team Decision: Unit Standard Five is Met

<u>Unit Standard Six:</u>   Unit Governance and Resources

Findings:

The Art Education leadership has the confidence and financial support of the College. The Interim Department Chair serves as its educational leader, the Unit head, and the Director of Art Education Outreach manages the certification process, field experiences, and student teaching placements.

Examination of the Unit's budget as well as interviews support the assertion that the Art Education Department's budget is equal to, or exceeds, the college's allocation of funds relative to other programs and departments. Many of the services and fund allocations to the Department are costs shared with other areas of the college and fall under general institutional cost categories such as facilities overhead and student support services. The result is that Art Education students in general have access to facilities, staff and programmatic support that exceeds their relative proportion of the student body.

The Unit personnel are two full-time faculty members, the Interim Chair and the Director of Art Education Outreach. The Unit also consists of two adjunct faculty members who are actively working in schools within the Greater Portland region.

The MECA Director of Art Education Outreach devotes two days per-week to her teaching responsibilities at the Breakwater School. While her current involvement with the Breakwater School is clearly an advantage by combining on-campus instruction with applied practice, the demands placed upon the Director's time and energy may be too extensive. It is clear that a need exists for more of the Director's time to be committed to the Director's role within MECA. Perhaps ways to transition more of the Director's role to MECA while still maintaining a productive relationship with the Breakwater School can be explored.

The Art Education Department is presently located on the second floor of the administrative wing of MECA. When the Team visited a first floor renovation in progress the Dean indicated that this room is being renovated and will be furnished as an authentic PK-12 Art Education classroom.

The Joanne Waxman Library at MECA is one of the largest independent art libraries in Northern New England and a major resource for the region. Its collections number approximately 33,000 volumes, 100 periodicals, as well as videos and other materials. In addition, the library maintains a specialized collection of 19th century publications in the arts, a small collection of artists' books and a collection of 55,000 slides. The Library provides access to a suite of online resources, which include online periodical indices and image resources, at library.MECA.edu.

Currently, MECA is in the process of upgrading its technology infrastructure. The College relies on Google docs for the Art Education program to create, share, and disseminate information. Course websites include digital resources and materials.

Candidates build Google sites to house evidence of their progress toward reaching Maine's Common Core Teaching Standards. The candidates use shared documents to collaborate online. Candidate work samples are shared with all Art Education faculty members. There are also five classrooms with teaching stations and projectors in addition to the projection capabilities in the designated Art Education classroom.

Overall Assessment of Standard

Recommendation:

    1) The Team recommends that the College investigate ways by which more of the Director of Art Education Outreach's role may be redirected to MECA while still maintaining a productive relationship with the Breakwater School.

Review Team Decision: Unit Standard Six is Met

Recommendation to the Maine State Board of Education

The Review Team recommends that the Maine State Board of Education approve the request from the Maine College of Art to award the Master of Arts in Teaching (MAT) in Art Education K-12.

IV. A.   <u>Individual</u>s <u>Interviewed by the MECA Program Review Team</u>

Ian Anderson	Vice President of Academic Affairs and Dean of the College
Dominique Bartels	Associate to the Vice President of Academic Affairs/Dean of the College and Coordinator of Tutorial Services, MECA
Piper Bolduc	Cooperating Teacher, Loranger High School, Old Orchard Beach
David Branson	Director of Institutional Technology, MECA
Amy Cousins	Cooperating Teacher, Gorham Middle School, Gorham
Lindsey Demuth	Art Ed Candidate
Kyle DiMare	Art Ed Candidate
Jenny Dougherty	Associate Director, SPACE Gallery
Joan Donner	Docent, Portland Museum of Art
Julie Einstein	Coordinator of Youth and Family Programs, Portland Museum of Art
Rosemary Elizabeth Ellis	Art Ed Candidate
Heather Gilbert	Art Ed Candidate
Jane Golding	Assistant Professor of Art
Jonathan Graffius	Cooperating Teacher, Poland Community School
Kate Lizotte	Art Ed Candidate
Diane Manzi	Cooperating Teacher, PATHS (Portland Area Technology High School)
Stuart Mayer	Art Ed Candidate
Kelly McConnell	Director of Art Ed Outreach and Assistant Professor, MECA
Moriah Perry	Admissions Director, Breakwater School
Amy Pichette	Director of Afterschool Programming, LearningWorks
Anne Saffron	Art Ed Candidate
Bronwyn Sales	Adjunct Instructor of Art Education, MECA
Anna Schwarz	Director of Student Involvement, MECA
Christopher Strickland	Instructor of Art Education
David Sullivan	Head of School, Breakwater School
Tamara Sullivan	Art Ed Candidate
Fern Tavalin	Chair of Art Education, MECA
Don Tuski	President, MECA
Emily Wald-Jones	Art Ed Candidate

IV. B.   Evidence Examined by the MECA Program Review Team

The Evidence List provided by MECA is presented in the following pages. The number following each entry indicates the number of program review team members who examined each exhibit.

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Blue indicates hard copy only.
Red indicates online exhibit only.

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2.2.1.07	Admissions Application, Academic Year 2014-2015	3
2.2.1.08	Changes to Key Assessments	3

2.2.2 Data Collection, Analysis, and Evaluation

2.2.2.01	Admissions Data, Academic Years 2012-2013 and 2013-2014	2
2.2.2.02	Candidate Grades, Academic Year 2012-2013	2
2.2.2.03	Student Teaching Evaluations, Academic Year 2012-2013	3
2.2.2.04	Praxis Results, Academic Year 2012-2013	2

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2.2.2.05	**Candidate Grades, Academic Year 2013-2014**	**2**
2.2.2.06	**Self-Assessment Integrated Standards Academic Year 2013-2014**	**2**
2.2.2.07	**Self-Assessment Student Learning, Academic Year 2013-2014**	**2**
2.2.2.08	**Formative Assessment: Review of Accepted Applicants**	**3**
2.2.2.09	**Alumni Commencement Survey, May 2013**	**2**

2.2.3 Use of Data for Program Improvement

2.2.3.01	**Program Evaluation: Student Teaching, 2012-2013**	**3**
2.2.3.02	**Program Evaluation: Admissions Criteria**	**3**
2.2.3.03	**Data Gathered for Embedded Improvement**	**2**

2.3 UNIT STANDARD THREE: FIELD EXPERIENCES AND CLINICAL PRACTICE

2.3.1 Collaboration between Unit and School/Community Partners

2.3.1.01	**LearningWorks Video Clip: Collaborative Planning**	**—**
2.3.1.02	**Cooperating Teacher Orientation**	**2**
2.3.1.03	**List of Cooperating Teachers, Academic Year 2012-2013**	**2**
2.3.1.04	**Student Teaching: Mini bio Assignment**	**3**
2.3.1.05	**Orientation letter to cooperating teachers and agenda**	**3**
2.3.1.06	**LearningWorks Correspondence**	**2**
2.3.1.07	**Student Teaching Evaluations, Academic Year 2012-2013**	**4**

2.3.2 Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

2.3.2.01	**Art Ed Handbook**	**4**
2.3.2.02	**Field Log**	**3**
2.3.2.03	**Adventures in Art**	**3**
2.3.2.04	**Space Gallery**	**2**
2.3.2.05	**Portland Museum of Art**	**2**
2.3.2.06	**Student Teaching Evaluations, Academic Year 2012-2013**	**3**

2.3.3 Candidates' Development and Demonstration of Knowledge, Skills, and Dispositions to Help All Students Learn

2.3.3.01	**Dispositions Checklist**	**3**
2.3.3.02	**Self Assessment Student Learning, Academic Year 2012-2013**	**3**
2.3.3.03	**Student Teaching Evaluations, Academic Year 2012-2013**	**3**
2.3.3.04	**Sample Essays, Academic Year 2012-2013**	**3**
2.3.3.05	**Video Example: Mayo Street Arts**	**2**

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2.4 UNIT STANDARD FOUR: DIVERSITY

2.4.1 Design, Implementation, and Evaluation of Curriculum and Experiences

2.4.1.01	Self Assessment Student Learning, Academic Year 2013	**3**
2.4.1.02	Student Teaching Evaluations, Academic Year 2012-2013	**3**
2.4.1.03	Syllabus: Frameworks of Teaching and Learning in a Multicultural Environment	**2**
2.4.1.04	Unit of Study: Multicultural Folklore	**2**

2.4.2 Experiences Working with Diverse Faculty

2.4.2.01	MECA C.A.R.E.	**2**
2.4.2.02	Diversity Committee	**2**

2.4.3 Experiences Working with Diverse Candidates

2.4.3.01	Candidate Geographic Distribution	**2**
2.4.3.02	Student Handbook	**2**

2.4.4 Experiences Working with Diverse Students in P-12 Schools

2.4.4.01	Cooperating Teacher Orientation	**2**
2.4.4.02	Frameworks Syllabus	**2**

2.5 UNIT STANDARD FIVE: FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT

2.5.1 Qualified Faculty

2.5.1.01	Tavalin Resume	**3**
2.5.1.02	McConnell Resume	**3**
2.5.1.03	McConnell Certificate	**3**
2.5.1.04	Strickland Resume	**3**
2.5.1.05	Strickland Certificate	**3**
2.5.1.06	Golding Resume	**3**
2.5.1.07	Golding Certificate	**3**
2.5.1.08	Sales Resume	**3**
2.5.1.09	Course Assignments	**3**

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2.5.2 Modeling Best Professional Practices in Teaching		

2.5.2.01	McConnell Video Clip	3
2.5.2.02	Strickland Video Clip	3
2.5.2.03	Tavalin Video Clip	3

2.5.3 Modeling Best Professional Practices in Scholarship		

2.5.3.01	McConnell Curriculum	2
2.5.3.02	Tavalin NEA Evaluation	2
2.5.3.03	Tavalin Technology Innovation	2
2.5.3.04	Tavalin Collaborative Inquiry: In Progress	2

2.5.4 Modeling Best Professional Practices in Service		

2.5.4.01	McConnell Resume	3

2.5.5 Unit Evaluation of Professional Education Faculty Performance		

2.5.5.01	Faculty Evaluation Form (Completed evaluation onsite with permission of faculty)	2
2.5.5.02	Candidate Evaluations of 801 Artist Educator Experience	—
2.5.5.03	Feedback of Work -in-Progress (with permission)	—
2.5.5.04	McConnell Video Clip	3
2.5.5.05	Strickland Video Clip	3
2.5.5.06	McConnell Evaluation	3
2.5.5.07	Strickland Evaluation	3

2.5.6 Unit Facilitation of Professional Development		

	Refer to *Self-Study* and Interviews for Details	2

UNIT STANDARD SIX: UNIT GOVERNANCE AND RESOURCES

2.6.1 Unit Leadership and Authority		

2.6.1.01	MECA Faculty Meeting Notes, Excerpts 2010-2013	2
2.6.1.02	Academic and Student Affairs Minutes 2012-2013	2
2.6.1.03	Faculty Handbook	3
2.6.1.04	Student Handbook	7
2.6.1.05	Review Schedule for Faculty Handbook	2

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2.6.2 Unit Budget	

2.6.2.01 Comparative Budgets	**2**

2.6.3 Personnel	

Refer to *Self-Study* and Interviews for Details	**2**

2.6.4 Unit Facilities	

Refer to *Self-Study* and Interviews for Details	**2**

2.6.5 Unit Resources Including Technology	

Refer to *Self-Study* and Interviews for Details	**2**